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Economic Development Syllabus

Evangelical Advocacy: A Response to Global Poverty

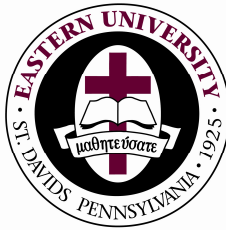
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School of Leadership and Development
MA in International Development



Promoting the Integration of Faith, Reason, and Justice

Fall 2010

ECON 513

Economic Development of Developing Countries

Section 11: Tuesdays, 9:00-12:00 pm

ELC 103

Faculty:

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Phone: 610-225-5068 (office) (610) 876-4138 (home)

Office: Eagle Learning Center #310

Course Description from Catalogue

The purpose of this course is to develop a better understanding of the macroeconomic problems of developing countries, theories of economic development and methods and techniques needed to resolve problems, promote growth, and meet the needs of developing nations at national and global levels.

Expanded Course Description

This course reviews the evolution of international economic development theory and practice. While it draws most heavily on development economics, it adopts an interdisciplinary approach to understanding the multiple actors, ideologies, and practices that make up the field of development, and the relationships between them. In particular, it looks at the history of policies designed and implemented by multilateral and governmental aid agencies; the rise and praxis of the non-governmental sector and its relationship with the official sector; and critical insights from academia that help shape the debates and practice, especially on issues of power, race, gender, class, and North/South relationships. This course is underpinned and shaped by a constant reflection on theology of development, looking at the problems of the inherent sinfulness of human beings, the limits of knowledge, and ways that Christians and Christian organizations can and have contributed to engaging in international development in a way that is obedient to the two main commandments laid out in Scripture (Matthew 22:37-40).

Course Objectives

Upon completion of this course, students should be able to:

1. Articulate a clear understanding of the main tenets of economics and their application to a wide range of issues in development.
2. Articulate a clear understanding of the main theories of development economics and how they have shaped policy and debates in the last six decades.
3. Articulate a clear understanding of the history of the praxis of the non-governmental sector in development over the last six decades and the theories and insights on which they have drawn.
4. Identify the key variables and strategies for creating and sustaining effective policies and programs in the development of low-income countries.
5. Articulate the way that Christians and Christian organizations can engage in an effective and holistic ministry in international development.

Required Books

1. So, Alvin Y. 1990. Social Change and Development: Modernization, Dependency, and World System Theories. (Newbury Park, CA: Sage Publications).
2. Todaro, Michael P., and Stephen C. Smith. 2009. Economic Development (10th Edition). (Addison-Wesley Series in Economics): **Note, it must be this edition!**
3. Freire, Paulo. [1970] Pedagogy of the Oppressed. Translated by Myra Bergman Ramos. (New York: The Seabury Press).
4. Harrison, Lawrence, and Samuel P. Huntington (eds.) 2001. Culture Matters: How Values Shape Human Progress. (Basic Books)
5. Taylor, Michael. 1995. Not Angels but Agencies: The Ecumenical Response to Poverty: A Primer. (Geneva: World Council of Churches).
6. Sherman, Amy. 1992. Preferential Option: A Christian and Neoliberal Strategy for Latin America's Poor. (Grand Rapids: Eerdmans)

7. Sachs, Jeffrey. 2006. The End of Poverty: Economic Possibilities for Our Time. (Penguin).
8. Easterly, William. 2006. The White Man's Burden: Why The West's Efforts To Aid The Rest Have Done So Much Ill and So Little Good. (NY: The Penguin Press).
9. Benería, Lourdes. 2003. Gender, Development, and Globalization : Economics as if all People Mattered. (New York: Routledge).
10. Bornstein, Erica. 2005. The Spirit of Development: Protestant NGOs, Morality, and Economics in Zimbabwe. (Stanford University Press).

Class Attendance

Regular attendance and informed participation in classroom discussion are essential to the completion of the course, and it is expected that students will attend all classes. I understand that there are some unique situations and emergencies that may warrant absence from class, but you must discuss these situations in advance with me and receive permission to miss class ahead of time. I reserve the right to drop the student's course grade by one third of a full grade (e.g., from a "B+" to a "B") for **EACH** unexcused absence. Since being late to class causes a disruption for other students, I expect you to be in class on time. Finally, please bring your Bible to class!

Administrative Matters

If you have any documented special educational needs, please advise me at the beginning of the semester so that appropriate accommodations can be made for you. I am willing to work with the Cushing Center for Counseling and Academic Support in any way to facilitate your education.

Please note that all University policies pertaining to academic dishonesty, drop/add procedures, and grade appeals should be followed by students enrolled in this class. Consult the graduate catalog or ask me if you have questions about any of these policies.

Basis for Course Evaluation (Grade)

This course is designed primarily around a seminar format, and will be a combination of lecture and discussion.

The grade for the course will be assigned based on 4 required elements:

1. Weekly Reflections: **By 8:00 am of each class day**, you are required to send me by e-mail a 250-500 word reflection, question, or something else that jumped out about the readings for that day. From time to time I may also require you as part of the reflection to identify an article or news item that supplements and/or illustrates a point that the reading is making. These reflections are to be informal, although they should be grammatically well expressed. **They will not be graded for content**, only whether you hand them in or not. These will represent 10% of your grade. Failure to turn one or more in will be grounds for a substantial drop in your final grade.

2. Research Preparation: **By September 28**, class time, a 2-3 page report on your research for your major paper is due. Please send me it to me by e-mail. This report is to consist of the following, and will represent 5% of your grade:
 - a. A description of the research you have done up to date in terms of the way you have searched for literature on the subject you have chosen (including key words used and databases accessed), focusing on identifying journal articles, books, and material on the web.
 - b. A bibliographic list of sources that you have compiled so far.
3. Short Paper: **By October 26, an 8-10 page paper**, double spaced, is due by class time. Please send it to me by e-mail. This paper must critically summarize, contrast, and evaluate the different theories and approaches to development that have been covered in the course up to, and including the readings for the week of October 12. You must ensure that you do so both from a “technical” and a Christian perspective. This will represent 20% of your grade.
4. Research Paper: **By November 31, a 30 page paper minimum**, double spaced, is due by class time. Please send it to me by e-mail. For this paper, pick any development issue of interest to you and research and critically evaluate the way it has been approached and acted on. Make sure that you integrate a Christian perspective into this paper, including a theological foundation for the perspective you present. This will represent 35% of your grade.
5. Final Exam: A final take-home exam will be due **by December 7**, midnight. Please send it to me by class time. I will hand out the exam the week before. This will focus on the more “technical” aspects of the course. This will represent 30% of your grade.

In Summary:

Item	Date Due	%
1. Weekly Reflections	10:00 am each class day	10%
2. Research Preparation	September 28	5%
3. Short Paper	October 26	20%
4. Research Paper	November 31	35%
5. Final Exam	December 7	30%

Assessment of Student Learning

General Grading Rubric: The following are the definitions of grade levels adopted by the faculty:

A Grade of A Represents

- (1) Superior understanding of course material and evidence of ability to analyze critically and synthesize creatively.
- (2) Sound techniques of scholarship in all

projects. (3) Creativity, imagination, sound judgment, and intellectual curiosity in relating the course material to other areas of intellectual investigation.

A Grade of B Represents

- (1) Understanding of course material; evidence of ability to produce viable generalizations and insightful implications. (2) Understanding of techniques of scholarship in all projects. (3) Sustained interest and the ability to communicate the ideas and concepts, which are part of the subject matter of the course.

A Grade of C Represents

- (1) Understanding of course material demonstrated by few errors in fact and judgment when discussing the materials. (2) Competence in the techniques of scholarship. (3) Satisfaction of the minimum stated requirements for the course in preparation, outside reading, and class participation.

A Grade of D Represents

- (1) A minimal understanding of the course material demonstrated by some errors in fact and judgment when discussing the material. (2) Very little competence in the techniques of scholarship. (3) Satisfaction of somewhat less than the minimum standard of requirements for the course in preparation, outside reading, and class participation. There is no grade of D in the Graduate School.

A Grade of F Represents

- (1) A lack of understanding of the course material demonstrated by many errors in fact and judgment when discussing the material. (2) An inability to use sound techniques of scholarship. (3) Failure to meet the standard and fulfill the requirements of the course.

I - Incomplete

W - Withdrawn

Course Outline and Readings

August 31 (Week 1) History of Grassroots, Concepts of Development, and Policy-Level Considerations of Growth

Holdcroft, Lane E. 1978. "The Rise and Fall of Community Development in Developing Countries, 1950-1965: A Critical Analysis and an Annotated Bibliography." MSU Rural Development Paper No. 2. (East Lansing: Dept. of Agricultural Economics, Michigan State University)

ul Haq, Mahbub, 1995. Reflections on Human Development (with foreward by Paul Streeten). (Oxford University Press). pp. vii-66.

Sine, Tom. 1981. "Development: Its Secular Past and Its Uncertain Future." In Evangelicals and Development: Toward a Theology of Social Change, Ronald Sider, ed. (Philadelphia: Westminster Press). Pp. 71-86.

Todaro, Michael P., and Stephen C. Smith. 2009. Economic Development (10th Edition). (Addison-Wesley Series in Economics), Chapter 2: Comparative Economic Development, pp. 39-108.

September 7 (Week 2): Development Economics: History and Theories of Change

Peet, Richard, and Elaine Hartwick. 1999. Theories of Development. (Guilford Press): Chapter 2, pp. 17-64.

So, Alvin Y. 1990. Social Change and Development: Modernization, Dependency, and World System Theories. (Newbury Park, CA: Sage Publications). Pp. 1-87 (Chapters 1-4).

Todaro, Michael P., and Stephen C. Smith. 2006. Economic Development (9th Edition). (Addison-Wesley Series in Economics). Chapter 3: pp. 109-121, Chapter 7: pp. 320-368.

September 14 (Week 3) Structure at the Community Level

Freire, Paulo. [1970] Pedagogy of the Oppressed. Translated by Myra Bergman Ramos. (New York: The Seabury Press).

Todaro, Michael P., and Stephen C. Smith. 2009. Economic Development (10th Edition). (Addison-Wesley Series in Economics): Chapter 5: (Poverty, Inequality, and Development): pp. 208-272.

September 21 (Week 4) Dependency and Foreign Investment

Evans, Peter B. 1979. Dependent Development: The Alliance of Multinational, State, and Local Capital in Brazil. (Princeton University Press: Princeton). Pp. 1-54 (Introduction and Chapter 1).

So, Alvin Y. 1990. Social Change and Development: Modernization, Dependency, and World System Theories. (Newbury Park, CA: Sage Publications). Pp. 91-199 (Chapters 5-8).

Todaro, Michael P., and Stephen C. Smith. 2009. Economic Development (10th Edition). (Addison-Wesley Series in Economics): Chapter 3: pp. 122-124.

September 28 (Week 5): Cultural Arguments

Sherman, Amy. 1997. The Soul of Development. (New York: Oxford University Press). Pp. 4-37 (Through Chapter 1).

Lewis, Oscar. 1966. "The Culture of Poverty." Scientific American 215(4): 19-25

James, Edwin, and Judith Granich Goode. 1977. "The Culture of Poverty: A Misapplication of Anthropology to Contemporary Issues." In Anthropology of the City: An Introduction to Urban Anthropology. (Prentice-Hall). pp. 320-333.

Harrison, Lawrence, and Samuel P. Huntington (eds.) 2001. Culture Matters: How Values Shape Human Progress. (Basic Books). Pp. 1-112

Todaro, Michael P., and Stephen C. Smith. 2009. Economic Development (10th Edition). (Addison-Wesley Series in Economics): Chapter 9 (Agricultural Transformation): pp. 431-482.

October 5 (Week 6): Trade

Todaro, Michael P., and Stephen C. Smith. 2009. Economic Development (10th Edition). (Addison-Wesley Series in Economics): Chapter 12 (International Trade Theory and Development Strategy): pp. 587-666.

Other readings on Fair Trade and Trade Agreements to be determined.

October 12 (Week 7) Neoliberalism and Development

Sherman, Amy. 1992. Preferential Option: A Christian and Neoliberal Strategy for America's Poor. (Grand Rapids: Eerdmans)

Todaro, Michael P., and Stephen C. Smith. 2009. Economic Development (10th Edition). (Addison-Wesley Series in Economics): Chapter 3, pp. 126-157, Chapter 13, (Balance of Payments, Debt, Macroeconomic Stabilization): pp. 667-713.

October 19 (Week 8): The Church's Reaction

Taylor, Michael. 1995. Not Angels but Agencies: The Ecumenical Response to Poverty: A Primer. (Geneva: World Council of Churches).

Tizon, Al. 2008. Transformation after Lausanne: Radical Evangelical Mission in Global-Local Perspective. (Eugene, OR: Wipf and Stock Publishers). pp. vii-97.

October 26 (Week 9): Critiques of Foreign Aid and Development

Bauer, Peter. 2000. From Subsistence to Exchange and Other Essays (With Introduction by Amartya Sen). (Princeton University Press: Princeton). pp. ix-52.

Mitchell, Tim. 1991. "America's Egypt: Discourse of the Development Industry." Middle East Report (March-April): 18-34.

Gustavo Esteva. 1993 'Development:' in *The Development Dictionary A Guide to Knowledge as Power*. Wolfgang Sachs, editor. Pp. 6-25. London: Zed Books.

Todaro, Michael P., and Stephen C. Smith. 2009. Economic Development (10th Edition). (Addison-Wesley Series in Economics): Chapter 11 (Development Policymaking): pp. 530-586.

November 2 (Week 10): Foreign Aid Reformed

Sachs, Jeffrey. 2006. The End of Poverty: Economic Possibilities for Our Time. (Penguin).

Todaro, Michael P., and Stephen C. Smith. 2009. Economic Development (10th Edition). (Addison-Wesley Series in Economics): Chapter 14 (Foreign Finance), pp. 714-725

November 9 (Week 11) Foreign Aid Questioned

Easterly, William. 2006. The White Man's Burden: Why The West's Efforts To Aid The Rest Have Done So Much Ill and So Little Good. (NY: The Penguin Press).

Todaro, Michael P., and Stephen C. Smith. 2009. Economic Development (10th Edition). (Addison-Wesley Series in Economics), Chapter 14 (Foreign Finance), pp. 726-749

November 16 (Week 12): Gender

Benería, Lourdes. 2003. Gender, Development, and Globalization : Economics as if all People Mattered. (New York: Routledge).

Todaro, Michael P., and Stephen C. Smith. 2009. Economic Development (10th Edition). (Addison-Wesley Series in Economics): Chapter 15 (Finance and Fiscal Policy for Development): pp. 750-797

November 23: No Class: Early Thanksgiving Vacation

November 30: (Week 13): Special Topics

Todaro, Michael P., and Stephen C. Smith. 2009. Economic Development (10th Edition). (Addison-Wesley Series in Economics):

1. Chapter 6 (Population), pp. 273-319
2. Chapter 8 (Education), pp. 369-430
3. Chapter 10 (Environment), pp. 482-529

December 7 (Week 14): Final Thoughts

Bornstein, Erica. 2005. The Spirit of Development: Protestant NGOs, Morality, and Economics in Zimbabwe. (Stanford University Press).

Academic Policies

The following is not intended as a comprehensive restatement of the academic policies and procedures of the Campolo College of Graduate and Professional Studies. Some material is excerpted from longer statements printed in the CCGPS Catalog and the Catalog includes policies not noted here. The student and instructor are referred to the Catalog for college-wide policies and to Student and Instructor Handbooks of the programs or departments in which this course is offered for supplements or context-specific definitions of those college-wide policies.

- 1. Student Disability Policy:** Students with documented disabilities are encouraged to work with the Center for Counseling and Academic Support (610-341-5837) to submit a written request for accommodations specific to this course. To receive accommodations, the professor/instructor must receive a written request from CCAS. A student must update accommodations requests with CCAS prior to each academic session.
- 2. Class Attendance Policy:** This course consists of at least 14 hours of instructional time for each credit awarded. Instructional time may include formal classroom instruction, virtual classroom sessions, online discussion boards, small group activities, one-on-one interactions between a student and the instructor, among other methods. Attendance at all scheduled sessions is considered a critical element in the accomplishment of learning outcomes. Furthermore, attendance records are maintained and are essential to comply with government regulations for recipients of financial aid and assistance programs, as well as accreditation standards.

Class attendance for an online or hybrid course is defined as an online presence demonstrated by active participation in all learning activities as required by the instructor. Failure to fulfill requirements within the parameters of each session will result in the student being marked absent.

It is recognized that class absences are sometimes necessary for extenuating professional or personal reasons. It is for these reasons that policies and procedures are established and published by the departments responsible for each program. Please consult your department or instructor for specific attendance policies for your program.

3. **Copies of Course Assignments:** Students are responsible for retaining a copy(ies) of all materials submitted for grading. If a paper or project is misplaced or lost in transition, the student must provide a substitute copy upon request.
4. **Academic Dishonesty:** The student is responsible to become familiar with acceptable standards for research and documentation and to abide by them. The definition of academic dishonesty and its penalties are defined and articulated in the CCGPS Catalog.
5. **Emergency and Crisis Information:** In the case of an emergency event, we ask that all community members use their best judgment. We also recommend that each member of this community become familiar with emergency procedures. Call Campus Security at 610-341-1737 for emergencies on the St. Davids campus or building security or local police at other locations.
6. **Inclement Weather:** Decisions to cancel class due to inclement weather will be made by 3:30 p.m. on a weekday and 6:00 a.m. on Saturdays. Use your own judgment regarding travel conditions from your area. If you determine that it is unsafe to travel and the class has not been cancelled, CCGPS or departmental attendance policies will apply. If the University is closed or classes are delayed due to inclement weather, there are two convenient ways for you to stay informed:
 - The CCGPS Information Bulletin Board. Please call the voice mail system at 610-225-5055; once you hear “Repertee Messaging System,” dial 2834 and the recorded message will begin. (For those making long distance calls, please feel free to dial 1-800-732-7669; at the menu, dial 2834.)
 - The Eastern University Website: School closing information can be seen at www.eastern.edu by clicking on “School Closing Info” under the “EU Quick Links” drop-down menu at the top of the page.
 - Radio: A radio announcement will be made on KYW news radio, 1060 AM (our school closing number—1207--is listed in Delaware County) and on WARM 103 FM (in Central Pennsylvania).

Materials contained herein are the intellectual property of Eastern University, the instructor, course designer, or external parties and are thus proprietary in nature. This syllabus represents an instructional contract between the student, the instructor, and Eastern University. It serves as a basis for student and instructor evaluations. Therefore, it should not be substantively altered without appropriate communication among all parties.